

NCLB Committee of Practitioners Meeting Minutes

Mesa Unified School District Offices
63 West Main Street
Mesa, AZ

September 8, 2006

In attendance:

COP Members:

Tim Frey, Co-Chair
Norma Malamud, Co-Chair
Karen Burns Copley
Harriet Caruso
Thomas Collins
Kaye Dean
Linda Denno
Sherry Dorathy
Cecilia Frakes
Monika Fuller
Connie Heath
Daryl Heinitz
Mary Ann Hendrickson
Melissa Holdaway
Lidell Jacobson
Mary Kyle
Jean Lewis

Patricia Marsh
Rebecca McClenning
Chris McIntier
Edna Morris
Rick Ogston
Joe O'Reilly, Ph.D
Patricia Osborne
Ann Peschka
Jacquelyn Power
Dee Puff
Shelly Reed-Mezei
Dean Slaga
Lynn Thompson
Yvonne Watterson
Charlotte Wing
Stephanie Winter

ADE:

Nancy Konitzer
Tee Lambert
Joe Alvarado
Evonne Hanna
Allison Landy
Jim Lovett
Dale Parcell
Cathy Poplin
Diane Sotelo
Kim Strehlow
Vickie Walters

Guests:

Carrie Larson
Lynn Strizich

WELCOME AND INTRODUCTIONS:

Meeting was called to order at 8:55 am by Co-Chair Joe O'Reilly. Joe welcomed COP members to the first COP meeting for 2006-2007 and provided a history of how Mesa Unified acquired the downtown building for their administrative services. Joe started the meeting by having members introduce themselves, where they work and who they represent at COP.

Business:

Linda Denno moved to accept the minutes with the amendments suggested by Joe O'Reilly. Mary Ann Hendrickson seconded. They passed unanimously.

Future dates were discussed for COP meetings:

- November 15, 2006 – MEGA Conference at the Wigwam Resort in Litchfield
- January 19, 2007 – Casa Grande Union High School District
- March 2, 2007 – ADE
- May 4, 2007 – Chandler Unified

Nancy Konitzer requested an amendment to the agenda: another discussion item on IDEAL to be added under Policy recommendations.

Joe went over the purpose and mission of Committee of Practitioners. With Co-Chair Mary McIntyre retiring last year and Joe's term expiring, members needed to conduct an election of both co-chairs. One position would be for 1 year and the other would be for 2 years. Tim Frey and Norma Malamud were nominated and accepted as the COP Co-chairs for 2006-2007.

Updates and Follow-up:

ASIP - Dale Parcell, Deputy Associate Superintendent of School Improvement

Dale provided an update on the online application for the Arizona School Improvement Plan (ASIP). Dale has been working with the developer on refining and improving the online ASIP. He also has been working with a small group of principals representing 4 LEAs: Yuma Elementary School District, Tucson Unified School District, Glendale Elementary School District, and Osborne Elementary School District. They provided valuable input by completing a feedback sheet on what would make the online ASIP easier to understand, faster and more efficient. For helping out, those principals, on August 28th, were allowed early access to complete their ASIPs.

Dale handed out a guidebook with instructions on completing an ASIP. The instructions are also available online while using the ASIP. The biggest challenge facing ADE in using the online process was who would have edit rights. After reviewing input from the COP and focus groups, it was decided that only the principal has edit rights for their school's plan. The principal can provide read only rights to their SIP team members and their district administrators. If a principal does not have an IDEAL user name, (s)he should contact the ASU help desk. Dale advised that individuals should pursue an IDEAL user name earlier rather than later.

The goal is for all schools to have access to the ASIP, even if they are not in school improvement. Title I Schoolwide (SW) schools may use the template for their Title I Schoolwide Plan, and any school may use it for a continuous improvement plan. Once the principal is logged on to the ASIP, (s)he will respond to a query asking if they are a Title I school, then if they have a schoolwide program. To prevent overload of the system, access will be granted in steps. First will be all schools identified as being in the warning year or in school improvement, then Title I schools that have schoolwide programs, and finally all schools.

Once a plan for schools in school improvement is completed, the user will select the "submit" button which will notify ADE that the school has submitted their plan.

Dale opened the floor for questions and discussion:

- Schools will be notified if they did not make AYP or are identified as Underperforming.
- Data fields will be pre-populated; they will have aggregated AIMS/Terra Nova data by grade and subject.
- Target date of October 30th for all schools to have access.
- Members recommended that a hard copy of the template of the plan be made available so that ASIP teams could use it while working on their plans.

School Improvement Process – Kim Strehlow, Director of School Improvement

Kim introduced her team: Jim Lovett, Joe Alvarado, Diane Sotelo, Evonne Hanna, and Regina Cawley. They are conducting Fall Process Workshops during September:

- September 12 and 13 at Pendergast School District
- September 19 and 20 in Flagstaff
- September 26 and 27 in Tucson

This year, there are 300 schools in the Warning year. They are required to have an Arizona School Improvement Plan (ASIP). Schools in school improvement are to include in their plans a description of how they are working to ensure that their teachers are Highly Qualified (HQ) or completing an Individual Teacher Plan to become HQ.

After reviewing last year's survey responses, the Fall Process Workshop structure has been modified to have schools attend a session specific to their needs. There will be separate classes held for warning year; years 1 and 2; Corrective Action and Restructuring Planning and Implementation. Federal Program Directors will be able to attend sessions for different levels of school improvement as well as sessions on the consolidated application and Highly Qualified Teacher requirements. The ADE will provide additional sessions in October.

The Fall Process Workshops provide a summary of what the law requires schools to do. Participants attending should bring data, their ASIP (if they have one), and a calculator. They will have access to a computer lab at Pendergast. Every school represented will receive an ASIP Notebook with resource documents and a place to keep their school improvement plan and budget. Part of this year's ASIP is a separate LEA Assurance to indicate that the district is providing assistance to the school.

A member recommended that during the Fall process Workshops schools receive advice on how best to communicate to their communities the ways they are addressing the areas that kept them from making AYP that do not blame subgroups.

IDEAL – Cathy Poplin, Director of Educational Technology

Cathy thanked members for the opportunity to come and present the updates to IDEAL (Integrated Data to Enhance Arizona's Learning). Cathy reminded members that the first time IDEAL was unveiled was at the March 4, 2005 COP meeting. The purpose of IDEAL is to have a single location on the internet for all Arizona stakeholders to access an information system of educational data, resources and services to increase student learning. It requires a 2-3 year plan to fully implement. ADE has partnered with ASU Tempe and ASSET to provide IDEAL. ASU provides technical support, the portal and the log-on system and ASSET provides the professional development resources. All of the resources from ASSET align with Arizona State Standards.

Cathy went over the newest areas added to IDEAL over the past 18 months:

- Strand and Concept Level Quizzes for Math and Reading,
- Formative Assessment Test Engine focused on High School Math and Reading, and
- Resource Library for Social Studies and Social Studies trade books aligned to Arizona Standards.

The assessment sections help teachers create customized tests via an item bank. In the future, students will have access to IDEAL and take part in online testing.

Next, to come online will be:

- AP Courses for HS students, currently being field tested, and
- Data Warehouse.

Cathy explained how to get an account for a first time user, which is also explained in the handout. IDEAL is a secure site, so to use IDEAL you must sign up and get a username and password. Nancy agreed to email the IDEAL PowerPoint to COP members.

HQ Teachers: Title II Plan – Vickie Walters, Title II-A Education Program Specialist

Vickie handed out a packet that is being presented during the Highly Qualified Fall Training workshops that are going on throughout the state. Vickie talked about when the state was monitored by ED on Title II-A Highly Qualified issues, the reviewers found that Arizona had an unacceptable amount of emergency certified teachers and that the state did not have a state wide data collection system for Highly Qualified Teacher information. The state then had to develop a Revised 2006 State Plan for Highly Qualified Teachers which can be found on the ADE website under "Hot Topics".

NCLB requires that in states which receive Title I funds all of their teachers in all schools, whether they take Federal dollars or not, must be Highly Qualified. If they do not comply, they place the state at risk of losing its Title I and Title II-A funding.

The Highly Qualified reporting documents were approved by the State Board of Education September 23, 2006 and will be available on the ADE web site soon. Vickie went through the handouts, reviewing the forms that the LEAs, teachers and principals must complete. The following issues were discussed:

- The Housse rubric has been "sunset". It cannot be used for new teachers except for Special Education Teachers and Visual Arts, Music, Middle School, Junior High and High School Teachers in REAP Districts and REAP Charter Schools. (*Note: Subsequent guidance from ED retracted this provision. The Housse may be used by experienced teachers. See second discussion item.*)

- The HOUSSE rubric can still be used for a teacher who qualified with the rubric before June 30, 2006, if they move from school to school and district to district, as long as they stay in the same content area.
- Teachers must complete the Teacher Attestation every year.
- If a teacher is not Highly Qualified (s)he must develop an Individual Teacher plan that identifies steps that will be taken to meet the requirements to become Highly Qualified.
- A teacher in a virtual classroom needs to be Highly Qualified in all core content areas in which they are providing instruction.
- There is a new Middle School Math Test for teachers.
- October 1, 2006 is the deadline for the LEA Plan for Highly Qualified Teachers and the LEA Plan for Highly Qualified Teachers Summary Report to be submitted to ADE. *(Note: extended to October 31st)*
- Priorities for Title II-A funding:
 - 1st for Highly Qualified,
 - 2nd for School Improvement,
 - 3rd Recruiting and retention of HQ teachers, and
 - Lastly, for class size reduction.

Even Start – Allison Landy, Statewide Even Start Coordinator

Allison reviewed the '07 Even Start and Family Literacy Funding Allocations that had been approved by the State Board of Education on August 29, 2006. The reduction of funds for '07 was not as drastic as feared. Allison presented a handout that described, under the applicant name, the minimum number of families/ preschool children served. For example would be Cochise Community College "30/30" (30 families/30 served). The last page presents a description of the formula used to help fund the programs. Even though there are still 15 programs funded, it is expected that several hundred fewer families will be served, given the new funding levels.

By attending the national meeting of Even Start Coordinators, Allison received information that there may be an additional 30% reduction of funds for the FY08 budget that would require eliminating half of the existing programs. Even Start programs are expected to serve 200-300 families next year, which is 1/6th number served two years ago. Funding is based on poverty data. In FY05, AZ was funded at \$4.3 million, which was reduced to \$3.9 in FY06 and reduced again to \$1.8 million in FY07. ADE will be going to the legislature to seek an increase of Family Literacy funds to help replace the loss of federal funds.

Allison thanked the COP for the input they provided on the rubric that will be used to assess Even Start programs. The rubric will be presented to the Even Start Directors in September.

Policy Recommendation:

What is a Title I School – Nancy Konitzer, Deputy Associate Superintendent (DAS) for Title I

For correct determinations to be made, it is critical to keep track of schools pertaining to the School Improvement process, ensuring that schools are properly identified, and documenting where they are in the School Improvement process and meeting the requirements laid out by NCLB.

Over the past few years the ADE has discovered that schools bounce back and forth between taking Title I funding and not taking Title I funding, which makes it difficult to track schools' Title I status. There are a couple scenarios that describe why a school may drop in and out of Title I:

- An LEA does not allocate Title I funds to a school for a year as the result of rank ordering their schools; it may then be funded again in the following year because of demographic changes.
- Administrative philosophy change; accepting funds one year and then declining the next year; then a new administration comes in and reapplies for funding.

- A variation on the first situation is that, in a district with rapid growth and new schools, existing schools may need to reconfigure their grade levels and change their boundaries, thus impacting the distribution of the poverty population.

Remember: For LEAs that have more than 1,000 students, they must rank order their schools and they **MUST** serve schools that have a 75% or higher poverty indicator. They may serve schools that have between 74-35% poverty. If they serve schools at less than the 35% poverty, they need to apply the 125% rule.

The definition of a Title I school is “a school that receives Title I funding”. The school would remain a Title I school if it receives Title I funding one year, and not the following year. It would no longer be a Title I school if it does not receive funding for two years consecutively. In an effort for ADE to have clean, accurate and consistent data the COP recommended that:

1. LEAs identify all schools that are eligible with the poverty indicator of 35% and above.
2. Require that any eligible school in school improvement must be served.
3. Tie school improvement grants to schools that fail AYP for 2 consecutive years, and require a 2 year school improvement obligation.
4. Schools retain their label history.

Nancy voiced concerns about what would happen to the schools that are in Warning year for 2005-2006. The recommendation would be taken back to ADE.

Reallocation Policy for Title I Funds – Nancy Konitzer, DAS for Title I

Nancy introduced a discussion about reallocating Title I funds that have not been applied for by LEAs. It is being discussed at ADE and a draft policy will be brought back to COP in November for review. NCLB Section 1127 allows for reallocation of Title I funds; these are funds that have been allocated to LEAs but not applied for.

The ADE is looking at a procedure that at the end of the 1st semester, (late December) the ADE would notify any LEA that has not applied for FY07 funds. The LEA would be informed that it needs to apply for their funds or those funds will be released for reallocation. The statute allows funds to be reallocated to LEAs by meeting criteria developed by the state. After funds are released, a review will be conducted to see if there are enough funds to be reallocated for state identified school improvement needs or evaluate to see if there are other needs for which these funds could be used.

A member asked why an LEA would wait until so late to apply for its funds and Nancy responded that the ADE does not really know why. Late applications raise the question of how a school has been running its Title I program when it receives its funding so late in the year.

Funding for IDEAL – Nancy Konitzer, DAS for Title I

Nancy reminded members that when Cathy Poplin introduced IDEAL in March 2005, there was a discussion on funding for IDEAL. There was not a formal vote but there was consensus from COP which was that IDEAL should be funded with carryover federal funds. Nancy asked for a formal motion for approval of funding for the continued development of IDEAL.

A motion was made by Tim Frey and seconded by Harriet Caruso: For FY 06 and 07, any carryover funds from Federal school improvement and any other Federal Administrative budgets that will not impact funding of LEAs may be used to support IDEAL. It passed unanimously.

Updates and Follow-up cont.:

2007 Application Process – Nancy Konitzer, DAS for Title I

Because a number of eligible LEAs participated in the Early Application Process, it helped ADE work out some of the bugs to make the application easier to use. Nancy reminded members that is important to

include the worksheet specifying set asides and rank ordering of schools when they are submitting their Consolidated Application. If the application is submitted without the worksheet, it could create delays in LEA approval and funding.

Nancy distributed and reviewed the President's Budget for Allocated and Selected Student Aid Programs for Arizona. It lists all of Arizona's federal programs for 2007, including Title I funding.

District Improvement – Nancy Konitzer, DAS for Title I

Kim Strehlow, Dale Parcell, Tommie Miel, Janice Smith and Nancy are working on District Improvement. The team evaluated the Standards and Rubrics for School Improvement and guiding questions to see how they look at the district level. They reviewed the 4 standards used in the school improvement process to see if they would apply at a district level. The standards are:

- leadership,
- curriculum, instruction and professional development,
- assessment and
- climate, communication and culture

The team has identified a 5th standard for District Improvement that would include strategic planning and financial support of schools.

West Ed, the contract holder for the new Southwest Comprehensive Center (SWCC), serves New Mexico, Wyoming, Colorado, Utah and Arizona. SWCC provides technical assistance to the states as requested. West Ed is working with Arizona in developing the District Improvement process. They are conducting research on what other states are doing with rubrics and reviewing the research on effective districts. The goal is to bring the proposed District Improvement Process to the COP in November to gather feedback.

For Good of the Order

Members recommended that there be improved notification to LEAs regarding districts in District Improvement and schools in School Improvement.

Tim Frey indicated that he would work with Co-chair Norma Malamud on sub-committee structure and share with members. (Document attached to minutes)

Meeting Adjourned at 2:50pm

NCLB Committee of Practitioners Meeting Minutes

Mega Conference
Wigwam Resort – Arizona Room
Litchfield, AZ

November 15, 2006

In attendance:

COP Members:

Tim Frey, Co-Chair
Karen Burns Copley
Harriet Caruso
Linda Denno
Shelly Duran
Monika Fuller
Connie Heath
Daryl Heinitz
Mary Ann Hendrickson
Melissa Holdaway
Maureen Irr
Lidell Jacobson
Mary Anne Kapp
Mary Kyle
Jean Lewis

Patricia Marsh
Rebecca McClenning
Chris McIntier
Rick Ogston
Patricia Osborne
Ann Peschka
Jacquelyn Power
Dee Puff
Shelly Reed-Mezei
Jan Shoop
Dean Slaga
Barbara U'Ren
Charlotte Wing
Stephanie Winter

ADE:

Nancy Konitzer
Tee Lambert
Joe Alvarado
Jan Amator
Jill Andrews
Karen Butterfield
Benjamin Deever
Micky Gutier
Evonne Hanna
Jim Lovett
Tommie Miel
Dale Parcell
Diane Sotelo
Kim Strehlow

Guests:

Bob Fleischman
Dahlia Lockhart
Kent Power
Rodney Rich
David Snyder
Jill White

WELCOME AND INTRODUCTIONS:

Co-Chair Tim Frey called the Committee of Practitioners (COP) November meeting to order at 4:45 pm. Tim welcomed everyone to the Wigwam, and explained that Co-Chair Norma Malamud would not be able to attend, that her husband was recovering from surgery. Members introduced themselves, stating where they worked and who they represented.

Tim presented the minutes for approval. A motion was made to accept the minutes including corrections noted, by Linda Denno and seconded by Barbara U'Ren. The motion passed.

RECOGNITION COMMITTEE REPORT:

One of COP's standing committees is the Recognition Committee where COP members and ADE staff review eligible Title I schools' applications for the 2007 Title I Distinguished School. After scoring the applications the committee then chooses semi-finalists and does on-site visits to determine the winners. Nancy Konitzer announced the Title I Distinguished School winners for 2007. **First Avenue Elementary School** in Mammoth-San Manuel Unified District won *Category 1 - Recognition for Exceptional Student Performance for Two or More Consecutive Years*. **Greenway Primary School** in Bisbee Unified District won *Category 2 - Closing the Achievement Gap between Groups*. The schools will be recognized at the National Title I Conference in January.

Tim asked members of the Recognition Committee to share their experiences. Linda Denno mentioned that it was a whirlwind trip, that included on-site visits to 5 schools in 3 days: from Surprise, Arizona to Bisbee to San Manuel. Debora Cotton, Title I Specialist from Arizona Department of Education (ADE), talked about how difficult it was for the committee to determine the winner of the Category I, because the schools they had visited were excellent.

LEAs that had Title I Schools eligible for Category I:

<i>Apache Junction Unified</i>	<i>Juniper Tree Academy</i>	<i>Nogales Unified</i>	<i>Yucca Elementary</i>
<i>Bisbee Unified</i>	<i>Mammoth-San Manuel Unified</i>	<i>Patagonia Union</i>	
<i>Blue Ridge Unified</i>	<i>Marana Unified</i>	<i>St. Johns Unified</i>	
<i>Heber-Overgaard Unified</i>	<i>Mohave Accelerated Elementary</i>	<i>Tucson Unified</i>	

Nancy mentioned it was more difficult for Category II because of the assessment of additional grade levels. Nancy noted that the Greenway Primary School was eligible for both categories.

LEAs that had eligible schools for Category II:

<i>Bisbee Unified</i>	<i>Kyrene Elementary</i>
<i>Palominas Elementary</i>	<i>Tempe School District</i>

INFORMATION UPDATES:

Consolidated Report

Nancy reminded COP members that Part I of the Consolidated Report was due November 3, 2006 and that training on Consolidated Report Part II would be held during the Mega Conference.

OIG Comparability Audit

Nancy reminded members that at the September COP meeting she reported that ADE was visited by federal auditors from the USDOE Office of Inspector General about comparability. The auditors also did on-site visits at Chandler, Mesa and Amphitheater. Nancy received an email from Rich Long, the National Title I Executive Director, with a copy of a report on Ohio's monitoring. Ohio was another state that was selected in this nationwide audit of comparability. The report can be found on the Office of Inspector General's website. Nancy pointed out that comparability relates to financial accountability in Title I; it is not just about program accountability. This is becoming more of a focus at the national level and will be also become more so at the state level.

Tim spoke about the auditor's visit to Chandler. An area that Chandler had difficulty with was that the student count was on the 40th day and the staffing count was on a different day. It may be recommended that Chandler recalculate so that the student and the staffing count be on the same day and if there is a difference in comparability, they would have to return funds. The auditor stated during a telephonic exit that if Chandler can not prove comparability, it might have to return all of the last year funds of \$2.9 million dollars. Tim has additional questions on who to count as instructional staff, because it is not clear in the guidance. A COP member asked Nancy and Tim keep COP informed to help others in completing their comparability reports.

Highly Qualified

Nancy introduced Jan Amator, the Deputy Associate for Highly Qualified, and thanked her for coming. There has been a concerted effort between Title II and Title I to complete the State Title II plan that ADE submitted. Jan announced that Arizona was the first state to have their revised plan recommended for full approval. ADE still is working on the compliance component of the plan and the key to that is data collection.

Jan updated COP members on the following issues:

- ADE is doing an extensive monitoring at schools on Highly Qualified documentation,
- teachers can use the HOUSSSE for 1 more year,
- teachers on assignment may use the HOUSSSE when the teacher reenters the classroom,
- regarding a teacher who is Highly Qualified in one area but re-assigned to an area where they are not Highly Qualified, the LEA must pay to help the teacher become Highly Qualified, and
- the Highly Qualified data collection form will be on-line December 1, 2006.

School Improvement

Kim Strehlow, Director of Title I School and LEA Improvement announced that the School Improvement Grants should be available soon; they are waiting to resolve issues related to schools that have applied for waivers. There are 300 schools in the Warning Year and 140 schools are eligible for a waiver due to the litigation between Superintendent Horne and USED. Schools were notified of eligibility for waivers if they did not make AYP due to the changes in the ELL and Special Ed subgroups rules. These schools would not have to write an ASIP and would not receive the SIP grant this year. If the litigation is not resolved by next year and the schools fail again under the same criteria, they will be in Year 1 of School Improvement.

English Acquisition Services

Nancy introduce Benjamin Deemer and Micky Gutier from English Acquisition Services(EAS) at ADE. EAS will be represented at future COP meetings to provide assistance.

LEA IMPROVEMENT UPDATE:

Nancy introduced Tommie Miel, the Deputy Associate Superintendent of State Intervention, who provided a *DRAFT* of the Title I School/District Improvement State System of Support grid that was the work of the LEA Improvement Team. Members included Nancy Konitzer, Tommie Miel, Dale Parcell, Janice Smith, Brian Putnam, Jill Andrews and Kim Strehlow.

Tommie explained that the grid is based on the one that was developed and reviewed by COP for the State System of School Support for Title I Schools. Tommie pointed out that there is no warning year for LEA Improvement. There will be a Fall Process Workshop for LEA Improvement that will be held at the same time as the Fall Process Workshops for School Improvement. In year 2 of LEA Improvement, an ADE Leadership Team would visit with District Administrators. Tommie asked for input on who from the field should make up the Leadership Team. The District Leadership Team would look at systems in place and their effectiveness at the LEA. Tommie asked if COP members had any other ideas of what the Team should be looking at. In the year of Corrective Action, ADE and the LEA would work collaboratively on an appropriate Corrective Action.

Nancy had COP members break into small groups to review the Title I School/District Improvement State System of Support grid and provide input. All of the feedback from COP members will go back to the LEA Improvement Team for review. Questions raised by members that will go back to the group include:

- ☐ How would changing curriculum deal with the % tested as the reason the LEA is in LEA Improvement?
- ☐ If all the schools have made AYP but the LEA is in LEA Improvement because of the "N" number, do you still need to set aside 10% to deal with the "n" number?
- ☐ What will the criteria be regarding how an LEA gets identified for LEA Improvement?

Nancy then had COP members continue working in small groups on an activity related to developing the Stages of School System Improvement Planning. The activity came from the State of Washington's Department of Education District Improvement Planning Guide. Nancy explained that this activity would identify processes needed in LEA Improvement and determine which process a District might need extra support in as

they go through LEA Improvement. This strategy would not be limited to LEA Improvement but would be available to any LEA involved with an ongoing improvement process. Nancy directed each group to create a list of different aspects of support that districts may need, such as guidance documents, training or list organizations such as Arizona School Boards Association or Arizona Association of School Business Officials, and the services they could offer. Input collected from this activity will be taken back to the ADE and reviewed during LEA Improvement Team discussions.

Nancy shared a copy of an analysis of How the Research on High Performing Districts Align with Washington State's Nine Characteristics of High Performing Schools, and a document about The State Role in Supporting Districts in Corrective Action (where Nancy highlighted a statement that she felt was very important; "...districts should focus on student learning and create a coherent framework to guide improvement efforts" and then goes on to list steps on how to accomplish that goal).

MEETING ADJOURNMENT:

Tim reminded COP members that the next meeting will be January 19, 2007, and adjourned the meeting at 6:30pm.

NCLB Committee of Practitioners Meeting Minutes

Casa Grande High School
2730 N. Trekell Rd., Casa Grande, AZ

January 19, 2007

In attendance:

COP Members:

Tim Frey, Co-Chair
Norma Malamud, Co-Chair
Karen Burns Copley
Harriet Caruso
Thomas Collins
Kaye Dean
Linda Denno
Sherry Dorathy
Cecilia Frakes
Monika Fuller
Connie Heath
Daryl Heinitz
Mary Ann Hendrickson
Melissa Holdaway
Lidell Jacobson

Mary Kyle
Jean Lewis
Patricia Marsh
Chris McIntier
Minerva Mejia Kong
Edna Morris
Joe O'Reilly, Ph.D
Patricia Osborne
Ann Peschka
Jacquelyn Power
Dee Puff
Shelly Reed-Mezei
Jan Shoop
Dean Slaga
Lissa Tilousi
Stephanie Winter

ADE:

Nancy Konitzer
Tee Lambert
Steve Henneberg
Robert Franciosi

Guests:

Hilary Buckland
Ace Herndrickson
Lynn Strizich

WELCOME AND INTRODUCTIONS:

Co-chairs Tim Frey and Norma Malamud called the January Meeting of Committee of Practitioners (COP) to order at 9:00 am. Casa Grande Union High School District's Superintendent Nancy Pifer welcomed COP members to Casa Grande High School. Principal, Keith Greer also spoke to COP members and welcomed everyone to the Culinary Arts Dining Room at Casa Grande High School where students prepared, the continental breakfast and lunch for members to enjoy.

Norma introduced COP member Jacquelyn Powers. Jacquelyn introduced her guest Hillary Buckland who is visiting Akimel O'Otham Pee Posh schools. Ms. Buckland is from Middlesex in London England and works at William Byrd School as the Assistant Headmaster. Jacquelyn visited William Byrd in October 2006 for six weeks. Jacquelyn and Hillary are both Fulbright Scholars which provides them the opportunity to visit schools in another country.

Norma welcomed Ms. Buckland and then opened the floor for introductions.

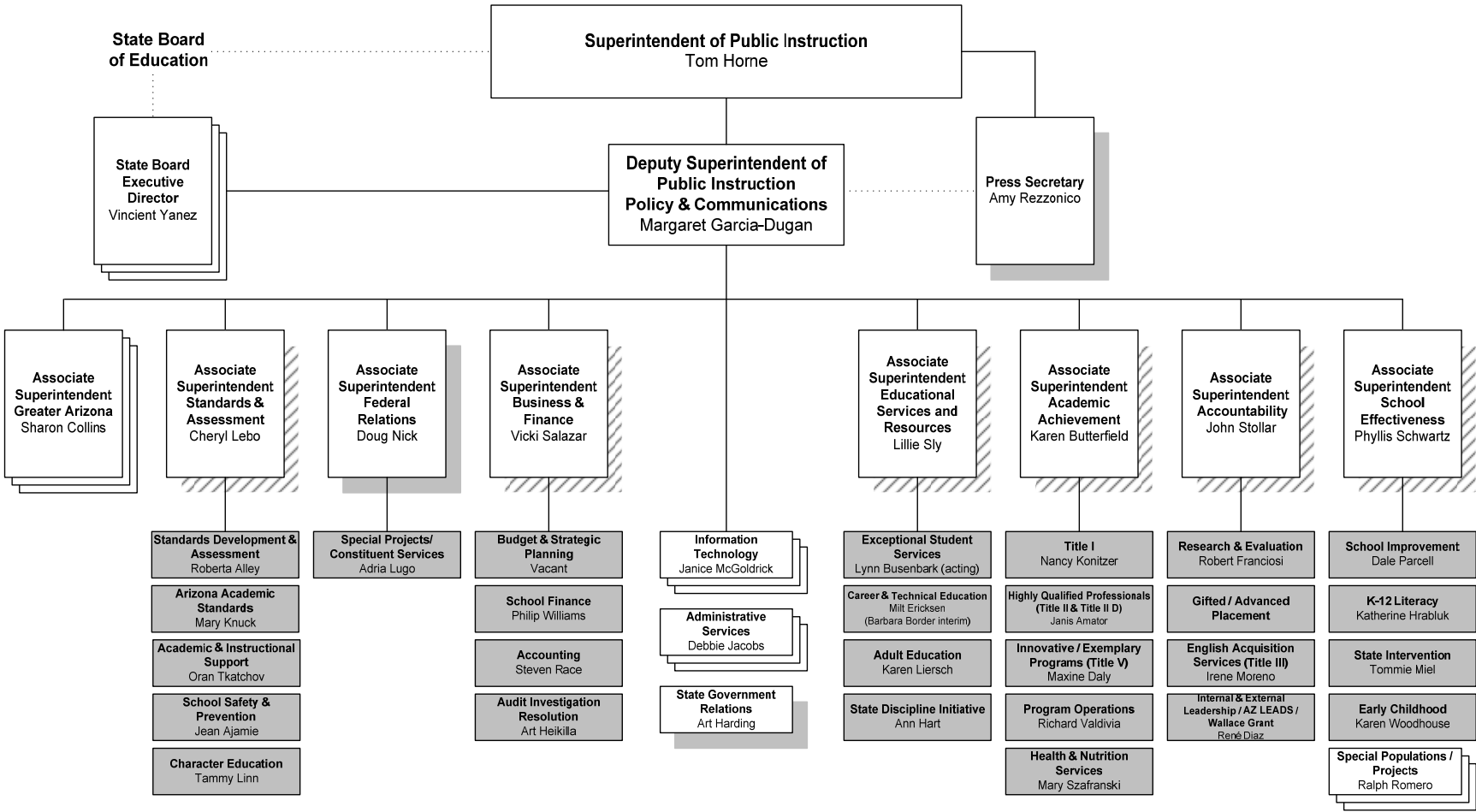
APPROVAL OF NOVEMBER 15, 2006 MINUTES:

Tim Frey introduced the November minutes and asked for a motion to approve. Kay Dean moved to approve the minutes as presented and Pat Marsh seconded. The motion passed unanimously.

CHANGES AT THE ADE:

Nancy Konitzer, Deputy Associate Superintendent (DAS) of Title I and NCLB Consolidated Activities explained the organizational changes that took place in January at the Arizona Department of Education (ADE). Donna Lewis left a year ago and her units were shared with remaining Associate Superintendents. Ruth Solomon recently resigned; the division she supervised was Assessment. John Stollar, formerly the Director of Gifted and Advanced Placement, has been promoted to the Associate Superintendent of Accountability. Cheryl Lebo has been promoted from the DAS of Best Practices Division to Associate Superintendent of Standards and Assessment.

Revised ADE Organizational Chart



Additional changes included:

- ☐ The Office of English Language Acquisition will be adding twenty new positions,
- ☐ Migrant Education is looking to fill a vacancy (Tina Romano) plus adding an additional position.
- ☐ Homeless Education will be filling the vacancy created when Mattie McVey Lord took a new position at the Department of Economic Security as the State Coordinator for Homeless, and
- ☐ Title I has currently has one position to be filled and Janice Smith just announced that she will be retiring January 30th.

Nancy assured COP members that even with the changes in the organizational structure divisions will still work with Academic Achievement with NCLB monitoring.

NCLB PROGRAM UPDATES:

Comparability Audit –The ADE received the initial response from the auditor from the Office of Inspector General (OIG) and they will be submitting their official response and the ADE will be working on the response. When Nancy receives more information, she will let COP know.

A member asked who to contact at the ADE with questions dealing with comparability. Nancy stated that Cindy Hirsch at 602-542-7466 deals with the Comparability Reports.

Plans & Applications – Final Plans must be approved this year. The ADE specialists have been diligently working with LEAs to get all plans approved. Having final plans approved and updates completed are necessary to receive funds. The new spreadsheet included with the 06-07 applications has been a learning process and is expected to be used again next year. This level of detail has always been expected but has not been required to be submitted. The spreadsheet clarifies how Title I funds are used. Title I funds must be focused on schools with the highest poverty level. The poverty indicator is the criteria to use when distributing funds to schools.

The Early Application will be in place for 07-08. The final NCLB Worksheets from approved applications will be posted on the ADE internal server. Other divisions working with Title I schools can review the worksheet to see that the LEA is providing at Title I schools. At the end of the year, if there is a reallocation of funds, LEAs would need to submit a revised end of the year worksheet with their completion report.

A question was raised about trainings on filing a completion report. Nancy said she would check about providing training. There is also a need for training on differences on programs and the funding for targeted assistance and schoolwide programs. A suggestion was made about creating a spreadsheet that displays how Title I funds are used to demonstrate staffing. This would help with approval of applications.

Nancy explained that only a LEA that accepts Title I funding can accept certain other federal grants. Correspondence will be sent out directing LEAs who have not yet applied for their Title I funds to either submit their application or complete and submit a Decline Funds document. If the LEA does not respond, an assumption will be made that they are declining funds. If an LEA has accepted other federal grants such as Reading 1st, 21st Century, Title IID funds or School Improvement Grants, and decline their Title I funds, the LEA will be required to refund the money from those federal grants.

Reallocation process – Funds from carryover and released funds will be reallocated to LEAs. Carryover funds also include funds not utilized from school improvement set asides. At the beginning of NCLB the set-aside for school improvement was 2% off the top. For the past two years, the set-aside for school improvement has been 4%. Schools that have been identified for school improvement have

not used all of the funds allocated. The carryover is an estimated 6-9 million dollars and needs to go back into the Title I-A allocation to schools. These funds as well as released funds from LEAs declining funds will be re-allocated to LEAs.

There will also be a readjustment of 1.1 million dollars that was the result of a federal reallocation from an error in the census given to the federal department. States were given a choice of doing the readjustment this year or next year. The ADE has decided to do it this year, with the reallocation, so none of the schools feel a negative impact in their funding.

Released Funds	}	+	\$
Carryover Funds			\$
Readjustment	—		\$
Reallocation	Total		\$

The reallocations will be distributed with the same formula used for the allocation of annual Title I funds. When LEAs receive their notice of the increase an amendment to the LEAs application will need to be submitted.

General Updates – Nancy announced that the Annual Spring Coordinators Meeting is to be held at the Pointe Hilton Tapatio Cliffs Resort in Phoenix on Thursday, March 1, 2007. There will be a charge of \$55 dollars with lunch included. Registration will be on the ADE web site starting February 1, 2007. The focus of the meeting will be on data, what to collect and how to use it. The next COP will be held Friday, March 2, 2007 at the ADE building on Central Ave. and Palm Lane.

Nancy asked members for their input on consultants that appear to be less than professional when working with smaller LEAs. There are also consultants that are beneficial to LEAs and very competent in the services they offer. Others mislead LEAs and place the LEA at risk. Members suggested that the ADE should work with the Charter Board. The ADE could participate in new charter training with the Charter Board. Another suggestion was to develop guidelines on how to hire consultants.

SCHOOL AND LEA IMPROVEMENT:

Nancy presented the LEA Improvement Plan. This plan incorporated input that was provided by COP at the November meeting. The LEA Improvement Plan can be found on the common logon at the ADE web site. There are two documents for the LEA Improvement Plan. One specific for this year the other will be for '07 and beyond. This year the concern is for LEAs in the third year of LEA Improvement (Corrective Action).

The statute outlines a half a dozen actions that a state could take for Corrective Action. Yet, Arizona statute only allows two actions listed in the statute.

- ☐ Withhold Funding, and
- ☐ Curriculum Alignment

The problem with these two actions is that they do not address all of the issues facing LEAs in LEA Improvement. Withholding funds does not benefit students. It is not the allocation of funds that will help. It is the reallocation of funds. The ADE can direct LEAs in Corrective Action to redirect their Title I funds, if appropriate. Curriculum Alignment will not address the issue if the problem for not making AYP is due to attendance or percent tested.

There are 24 districts in Correction Action with three actions that need to happen:

- ☐ The state will notify parents that their districts are in LEA improvement. Not having access to the parents to contact, the state has delegated this action to the districts. The state will reimburse mailing costs.
- ☐ The districts must have a 10% set aside of Title I funds for LEA Improvement. Districts that have schools in school improvement and have 10% of the school's allocation set aside for professional development could include those funds as part of the LEA improvement set aside. Districts have to demonstrate that the set aside was spent on professional development. Any remainder of unused set aside funds would be carried over the following year and dedicated to professional development; it would be part of the overall 15% carry forward.
- ☐ The districts must develop a corrective action plan.

Nancy reviewed the LEA Improvement Plan handout. The first question for the LEA to answer is the reason for not making AYP. Based on the response, there are different templates to fill out. It will be a two year document.

If a LEA failed to meet:

- | | |
|--|---|
| <input type="checkbox"/> Percent Tested | Use template A |
| <input type="checkbox"/> Test Objectives | Use template B – form 1 for Reading, form 2 for Mathematics |
| ○ Making Progress AMAO | Use template B – form 3 |
| ○ Reclassified AMAO | Use template B – form 4 |
| <input type="checkbox"/> Attendance Rate | Use template C |
| <input type="checkbox"/> Graduation Rate | Use template D |

Nancy asked members to review the LEA Improvement Plan document and email input to. She will take the information to the LEA Improvement Team.

LUNCH:

Chef Delin of Casa Grande High School's Culinary Arts Program introduced the students who prepared and served members their excellent lunch.

PROPOSED CHANGES FOR ACCOUNTABILITY WORKBOOK:

Co-chair Norma Malamud introduced Robert Franciosi, Deputy Associate Superintendent of Research and Evaluation. Robert explained that the amendments to the AYP evaluation are attempts to make the system more fair which makes it more beneficial to schools. The ADE has also submitted a growth model proposal; if members are interested they can find the proposal on the ADE web site at:

<http://www.ade.az.gov/azlearns/AYPGrowthModelProposal.pdf>

Robert then reviewed the following changes that will be submitted. These changes are pending approval of US Dept of Education.

1. Implementation of new regulations regarding Limited English Proficient students.

Arizona intends to take advantage of the final regulations regarding LEP students. We will count recently arrived LEP students as having participated in state assessments if they take Arizona's reading and mathematics assessments. We will not include the scores of these students when determining AYP.

Nothing in this request constitutes a waiver by Arizona to pursue its position in court or other proceedings.

2. **Use of a cohort group for AYP determinations for high school.**

Arizona's AIMS test is also a high stakes test for graduation. Students take the high school version for the first time in the spring of their second year, and may re-take it up to four more times in order to earn a passing score to graduate. Our SAIS system allows us to track students with unique identifiers through their career in school. These student identifiers are linked to their assessments.

Arizona wishes to follow the practice granted to other states (for example, New Jersey and New York) of basing the AYP determination for high school on the performance of the cohort rather than the sophomore class. The first proficient score received in any of the five administrations of the test or the score received at the official point of test administration (spring second year) will be used for AYP purposes.

3. **Flexibility for determining AYP for the students with disabilities subgroup.**

Arizona requests the ability to apply the interim policy option for special education students an additional year as provided for in the Secretary's December 14, 2005 letter.

Last year Arizona implemented transition option #1, which was a mathematical adjustment to the proficiency rate for the students with disabilities subgroup. Arizona wishes to implement the same option this year.

4. **Adjust the graduation rate goal to account for the impact of high-stakes testing.**

The class that graduated in the spring of 2006 was the first that had to meet Arizona's high-stakes testing requirement in order to graduate. We expect this to have an adverse impact on the graduation rate—possibly by as much as 10 percent. The graduation rate used for AYP evaluations lags one year, so the 2006-07 evaluations will be the first that include a graduation rate for a class governed by the graduation requirement. The Arizona Department of Education requests that the graduation rate goal, currently 71 percent, be adjusted to reflect the impact of the high-stakes requirement. Schools will be experiencing a decrease in their graduation rate that had nothing to do with their efforts, but rather the legislative requirement for a high stakes graduation test.

5. **Adjust the graduation rate to give schools credit for graduating all students.**

Arizona wishes to give schools the incentive to continue working with students past their scheduled graduation time so that the students may receive a diploma. We believe this is true to the spirit of No Child Left Behind.

We propose that students who graduate more than four years after their first enrollment in ninth grade be counted fractionally—.70—in the graduation rate formula. For example: School A has 100 students in the class of 2006. Of these, 60 graduate on time. In addition, at the end of the 2006 school year, 10 students from previous years' cohorts graduate. The 2006 graduation rate for the school would then be:

$$\frac{60 + 10 \times .7}{100 + 10 \times .7} = \frac{67}{107} = 63\%$$

as opposed to 60 percent.

HIGHLY QUALIFIED TEACHERS MONITORING:

Nancy Konitzer informed members that in the plan for Highly Qualified the state submitted to the U.S. Department of Education requires a more in depth monitoring done at LEAs in reviewing the documentation required for Highly Qualified (HQ). Nancy provided handouts pertaining to Highly Qualified monitoring which included the letter letting the LEA know that they will be monitored and the checklists that will be used during the monitoring. Patty Hardy the Director of Title II-A Recruitment and Retention of Highly Qualified Teachers and her staff will going out reviewing personnel files on HQ issues as well as appropriately certified staff. The Title I monitoring will also be reviewing HQ during their on-site monitoring.

LEAs are not allowed to use Title I funds to pay for teachers who are not HQ. Title II funds must be used towards making teachers HQ and not on class size reduction as the first priority.

REAUTHORIZATION OF NCLB:

With the reauthorization of NCLB the discussion is focused on accountability. Having a growth model in the AYP process has a lot of support. When NCLB was first drafted much of the bill was done without stakeholder input. With the reauthorization, more people want to be a part of the process. There are education groups all over the nation writing papers to submit on the reauthorization. There are states that have done cost studies on aspects of the law. A majority of the studies have focused on showing the increases needed to fully implement NCLB in having the regular population meet the proficiency goals. Supplemental Services has gotten a lot of attention. Nancy reminded members that Supplemental Services were a compromise for no vouchers. Highly Qualified teachers is another issue being looked at. There is now a focus on Highly Effective teachers.

Nancy encouraged COP members to let people know that this is the time for everyone to contact their Senators, Representatives, and state legislators to provide input. For contact information members can go to the Federal Government web page at www.firstgov.gov.

U.S. Senate Committee on Health, Education, Labor and Pensions

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U.S. House of Representatives Committee on Education and Labor

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Co-chair Norma Malamud and Nancy Konitzer thanked Casa Grande High School for hosting the meeting and preparing a delicious lunch. The meeting was adjourned at 2:00 pm

NCLB Committee of Practitioners Meeting Minutes

Arizona Department of Education

2005 N. Central Room 105

Phoenix, AZ

March 2, 2006

In attendance:

COP Members:

Tim Frey, Co-Chair
Norma Malamud, Co-Chair
Karen Burns Copley
Harriet Caruso
Thomas Collins
Kaye Dean
Linda Denno
Sherry Dorathy
Cecilia Frakes
Monika Fuller
Connie Heath
Daryl Heinitz
Mary Ann Hendrickson
Melissa Holdaway
Mary Kyle

Jean Lewis
Leticia Lujan
Patricia Marsh
Rebecca McClenning
Chris McIntier
Minerva Mejia Kong
Rick Ogston
Joe O'Reilly, Ph.D
Ann Peschka
Dee Puff
Shelly Reed-Mezei
Lissa Tilousi
Deone Wiley
Charlotte Wing
Stephanie Winter

ADE:

Nancy Konitzer
Tee Lambert
Lois Kruse
Sherry Barclay
Steve Henneberg

Guests:

Ace Hendrickson
Carrie Larson
Lynn Strizich
Jill White

WELCOME AND INTRODUCTIONS:

Co-chairs Norma Malamud and Tim Frey opened the March 2, 2007 COP meeting at 9:06. Norma asked members to review the January minutes and to let her or Tee Lambert know of any amendments.

Nancy Konitzer, Deputy Associate Superintendent of Title I, introduced Superintendent Tom Horne. COP members introduced themselves and the stakeholder group they represented. Mr. Horne thanked members for the opportunity to speak to them. Mr. Horne wanted to clarify some false information that has come out from invalid educational finance and student achievement studies. The invalid studies tend to mix up two concepts; (1) how much Arizona spends per pupil and (2) how well students are doing in academic performance. *Education Week* has done an objective study that states Arizona is 49th out of 50 in spending per pupil. Yet Arizona students are performing above the national average despite how much Arizona spends in education. Due to the philosophy of accountability and rigor in the classroom that Arizona has adopted along with Arizona principals and teachers, students are doing well. If Arizona had funding that met the national average, Mr. Horne contends that Arizona would be in the top 10 states academically.

Mr. Horne then updated members on his main legislative initiatives:

- Moving toward having students above a certain age receive a laptop - Sites in Vail and Wilson have had pilot schools where every student has her/his own lap top and it has shown an academic benefit. Mr. Horne is requesting 2.5 million dollars for an additional 7 high schools to receive lap tops.
- Personalized Learning Plan for students starting in 7th grade – Create a web -based Personalized Learning Plan program that would be used by students, parents and schools to help plan their class schedules to assist in meeting their goals. It would require \$430,000 to develop the web-based program.

- Mr. Horne has asked the legislature for 2.5 million dollars to develop three K-12 pilot International Schools - in central Arizona, northern Arizona and southern Arizona - where students would learn foreign languages starting in Kindergarten. When they graduated, they would be trilingual, would have studied international history, and would be ready to compete in the 21st Century international economy.
- Mr. Horne also spoke about end of course testing. With the focus of testing being on writing, reading, and mathematics, he has found that elementary schools have neglected history, science and the arts. To correct this, Arizona has developed content rich standards for history and science starting in the early grades, which the state board has approved. The chief historian from the History Channel studied all the history standards of all 50 states and found that Arizona's standards ranked head and shoulders above the rest. The Fordham Foundation, which studies standards and curriculum, ranked Arizona 1st out of 50 in the category of Standards, Curriculum and Parental Choice. The next step is to implement the standards. Mr. Horne has asked the legislature for \$ 7.5 million, for the whole program and \$2.5 million for the 1st year, to create assessments for Social Studies in 3rd, 6th and 7th grades; in 4th and 8th grades for Science (beyond what NCLB requires), and, in high school for the Arts (art and music). Since the testing burden was reduced from two weeks to one week with the combination of AIMS and Terra Nova into the Dual Purpose Assessment, the additional testing would add only one half day. History and Science scores will be added to AZLEARNs, Science will be added to AYP for 4th & 8th and Biology for HS. The Arts would be indicated as a plus on the profile. (See attachment for complete provisions of the bill.)

Mr. Horne provided an update on the Flores case and the lawsuit with the Federal Government on English Language Learners (ELL). Mr. Horne informed members that the hearing on the Flores case was completed and we are now awaiting the court's ruling. Regarding the lawsuit with the Federal Government, Mr. Horne reminded members that, under Arizona Learns, three years are allowed for schools to work with ELL students before their scores are included. This means that, from the 4th year on, the schools are held accountable. Through prior negotiations with the USDOE, there was a verbal agreement allowing Arizona's NCLB standards to be the same. Last year, the USDOE reneged on that agreement. It is nearly impossible for non-English speaking students to pass 3 tests in English after being in school for only one year. If a school has 40 or more ELL students in a given grade level, it is guaranteed to fail to make AYP. Mr. Horne stated that an accountability system should reward schools doing well and help schools that need improvement, not just condemn schools to failure no matter what they do. It undermines the whole idea of accountability. The court ruled that the ADE's lawsuit was filed too soon. And that Arizona needs to place the ELL change in its Accountability Workbook and have it denied by the USDOE. Then, the suit can be filed again.

Mr. Horne let members know he is fighting as hard as he can for Arizona's schools: he has filed a lawsuit dealing with ELL, he is talking to members of congress, and has become active in Council of Chief State School Officers (CCSSO) to advocate for changes in NCLB. Mr. Horne feels that NCLB is very damaging to our schools because there are 256 ways to fail.

Norma and Tim thanked Mr. Horne for taking the time to come and speak with the Committee of Practitioners.

MEMBERSHIP COMMITTEE:

Tee Lambert went over a document showing the membership of the COP and their dates. Tee asked for volunteers to participate on the Membership Committee. Pat Marsh agreed to continue, and Melissa Holdaway and Mary Kyle also volunteered to join the committee. At the May COP meeting, the Membership Committee will present its recommendations for consideration.

ROLE OF COP:

Nancy mentioned that one of the challenges for COP is that we only meet 5 times a year and NCLB issues are being discussed all year long. Therefore, it is difficult to bring many matters to COP given the time constraints. Nancy opened the floor for discussion. Norma spoke about the mixed message that schools receive: that the state's priority is AZLEARNs accountability and not to worry about NCLB, but yet schools have to deal with the reality of NCLB and school improvement sanctions. Joe O'Reilly stated that COP should be providing input on big issues such as the growth model for AYP. Kaye Dean shared that she feels the role of the COP is after the fact on decisions made on NCLB. COP needs to be engaged, for input and consultation, in the preliminary as well as final decision-making process. Rick Ogston brought up the idea of using technology to provide input while issues are being discussed at the ADE. Nancy said she will look at utilizing technology. Joe mentioned that there is the COP list-serve at Yahoo groups. He volunteered to make sure all members are signed up. Nancy asked if it would be helpful if she forwarded information she received from the National Title I Directors meetings. The committee responded that they thought it would be.

LEA IMPROVEMENT:

Districts have been notified that they are in LEA Improvement and have been directed to file an addendum. The addendum is available on line. The next step is to determine how the ADE will serve the districts in improvement status. Part of the decision will come from creating a profile for each district. It will include an assessment of why the district did not make AYP. Then determinations will be made regarding the capacity of a district to support improvement and whether the district needs additional assistance. The initial focus will be on districts in Corrective Action.

There are two courses of action available to the ADE to address districts in LEA Improvement status: curriculum and deferral of programmatic funds. Depending on why a district did not make AYP, the focus could be on curriculum. The district will not be directed to buy new curriculum but an assessment will be made to see if the curriculum is aligned to the standards, how it is being implemented, whether there needs to be additional professional development for teachers, etc. Based on the assessment, the LEA's Title I application will be analyzed and it may be directed to allocate funds to address specific issues. Such actions will be requirements, not suggestions. The ADE LEA Improvement Committee is working on the rubric for LEA Improvement. It will be brought to the COP for its input in the future. A meeting has been planned for all 24 districts in Corrective Action to be held on May 11, 2007. It will be an informational meeting with all the districts required to attend. The ADE staff will meet individually with the identified districts after the initial meeting on the 11th. Some of the districts in Corrective Action for AYP may also be in Year 2 of ELL Improvement (AMAO) status. If ELL performance is why they did not make AYP, they may work mainly with the Office of English Language Acquisition Services.

FISCAL ISSUES:

Nancy introduced Lois Kruse from the ADE's Operations Unit in the Academic Achievement Division. Lois reminded members of changes in the Chart of Accounts. Some of the changes went into effect in for this year and the rest will go into effect for 07-08. One of the biggest changes affects substitute teachers. They are no longer in the instruction series but in the support series. The NCLB Consolidated Application training will start in Mohave County on April 11th. Gary Fortney will present in the morning for application. Lois will be covering Completion Reports in the afternoon.

Nancy reviewed the new spreadsheet that includes the Summary of Certified FTE's that accompanies the NCLB Consolidated Application. It was introduced at the March 1, 2007 Spring Coordinator's meeting. It provides the level of detail that needs to be tracked, but will now be included in the spreadsheet instead of the Application itself. Nancy asked for member to review and please email her with questions or suggestions.

EVEN START:

This agenda item will be postponed until the May meeting. Meeting adjourned at 1:04 p.m.

Attachment: FACT SHEET FOR S.B. 1177 - schools; end of course testing. (Amended)

Purpose

Appropriates \$2.5 million from the state General Fund in FY 2007-2008 to the Arizona Department of Education (ADE) to develop Arizona Instrument to Measure Standards (AIMS) high school end of course tests in social studies, science, mathematics and fine arts (*as adopted by the Appropriations Committee*).

Appropriates \$7.5 million from the state General Fund in FY 2007-2008 to the Arizona Department of Education (ADE) to develop Arizona Instrument to Measure Standards (AIMS) high school end of course tests in social studies, science, mathematics and fine arts (*as adopted by the ED K-12 Committee*).

Background

Arizona administers two state student assessments in the areas of reading, writing and mathematics. TerraNova, a norm-referenced test, is administered to students in grade two and nine. The AIMS test has two components: a) AIMS-DPA test serves as a dual purpose assessment (criterion and norm-referenced) for grades three through eight and b) the AIMS-HS is administered to high school sophomores and to any juniors and seniors who have not yet passed the test. High school students must pass the AIMS-HS to receive their high school diploma.

These tests are used to meet the annual testing requirements of the No Child Left Behind Act of 2001 (NCLB). Beginning in school year 2007-2008, NCLB requires science assessments at least once in elementary, middle and high school. According to a proposal by the Superintendent of Public Instruction (SPI), the NCLB requirement will be met through an AIMS test for grades four and eight and a non-high stakes, end of course test in biology for high school. Additionally, the SPI has indicated that end of course tests would be included in the school's academic profile used to determine AZLEARNs accountability labels.

End of course tests are similar to "final exams" in that they are intended to measure understanding of targeted course content and can also be used as diagnostic tools for teachers to enhance instructional programs.

There is an anticipated fiscal impact to the state General Fund in FY 2007-2008 due to the appropriation. In the ADE budget request for this item, approximately \$1.2 million of the \$7.5 million requested is allocated to administrative support, including ten full-time equivalents. The remaining amount would likely be used to contract with a testing company to produce, score and verify the end of course tests. It is unknown at this time if the ADE intends to incorporate the administration of end of course tests as part of its existing state assessment contract for AIMS and TerraNova.

Provisions

1. Requires, instead of allows, the State Board of Education (SBE), subject to legislative appropriation, to administer state assessments of academic standards in social studies, science, mathematics and fine arts, in the form of an AIMS end of course test, as developed by the ADE.

Social Studies

2. Requires, before January 1, 2010, the ADE to develop with the guidance of the SBE and implement an SBE approved standards based test in social studies for grades three, six and seven.

3. Requires the ADE to develop with the guidance of the SBE and implement SBE approved end of course tests for high school courses that cover adopted social studies academic standards in:

- a) world history and geography, by January 1, 2010.
- b) American history, economics, civics and/or government, by January 1, 2011.

Science

4. Requires the ADE to develop with the guidance of the SBE and implement SBE approved end of course tests for high school courses that cover SBE adopted science academic standards in:

- a) biology, before January 1, 2009.
- b) earth and space science, before January 1, 2010.
- c) physics, before January 1, 2011.
- d) chemistry, before January 1, 2011.

Math

5. Requires the ADE to develop with the guidance of the SBE and implement SBE approved end of course tests for high school courses that cover adopted academic standards for mathematics by January 1, 2011.

Fine Arts

6. Requires the ADE to develop with the guidance of the SBE and implement SBE approved end of course tests for high school courses that cover adopted academic standards for music and visual arts by January 1, 2011.

Miscellaneous

7. Appropriates \$2.5 million from the state General Fund in FY 2007-2008 to the ADE to develop end of course assessments in social studies, science and fine arts. This appropriation is exempt from lapsing (as adopted by the APPROP Committee).

8. Appropriates \$7.5 million from the state General Fund in FY 2007-2008 to the ADE to develop end of course assessments in social studies, science and fine arts. This appropriation is exempt from lapsing (as adopted by the ED K-12 Committee).

9. Authorizes the SBE to provide guidance and final approval to the ADE for development of end of course assessments.

10. Becomes effective on the general effective date.

Amendments Adopted by ED K-12 Committee

- 1. Adds mathematics end of course tests.
- 2. Authorizes the SBE to provide guidance and final approval of end of course test development and implementation.
- 3. Deletes references to academic strands.

NCLB Committee of Practitioners Meeting Minutes

Chandler Unified School District Offices
1525 W. Frye Road
Chandler, AZ

May 4, 2006

COP Members In Attendance:

Tim Frey, Co-Chair
Norma Malamud, Co-Chair
Karen Burns Copley
Harriet Caruso
Thomas Collins
Kaye Dean
Sherry Dorathy
Shelly Duran
Cecilia Frakes
Connie Heath
Daryl Heinitz
Mary Ann Hendrickson
Lidell Jacobson

Jean Lewis
Leticia Lujan
Patricia Marsh
Rebecca McClenning
Chris McIntier
Joe O'Reilly, Ph.D
Ann Peschka
Jacquelyn Power
Dean Slaga
Deone Wiley
Charlotte Wing
Stephanie Winter

ADE:

Tee Lambert
Kimberly Allen
Jill Andrews
Gary Fortney
Bobbie Orlando
Vickie Walters

Guests:

Francis Hendrickson
Carrie Larson
Lynn Strizich

WELCOME AND INTRODUCTIONS:

Co-chairs Tim Frey and Norma Malamud called the May 4, 2007 Committee of Practitioners (COP) meeting to order at 9:07 am. Tim welcomed members to Chandler Unified School District, the host of the May meeting. Tim had members introduce themselves. Charlotte Wing was congratulated on finishing her doctorate. A member requested that an update on the 4/27/07 PELL meeting be added to the end of the agenda.

APPROVAL OF MINUTES:

Co-chair Norma Malamud asked for a motion to approve the minutes. Joe O'Reilly made the motion to approve the March 2, 2007 minutes, Jacquelyn Power seconded. Motion passed. Deone Wiley made the motion approve January 19, 2007 minutes, Joe O'Reilly seconded. Motion passed.

MEMBERSHIP COMMITTEE RECOMMENDATIONS:

Membership committee member, Pat Marsh, explained the process used by the committee to develop membership recommendations. Pat presented the committee's recommendations for membership and a list of alternates to fill future vacancies. Harriet Caruso moved to accept the committee's recommendations and Leticia Lujan seconded. Motion passed. (see attached member recommendations)

EVEN START:

Allison Landy, Family Literacy and Title I Even Start Coordinator, gave a brief review of Arizona Title I funded Even Start Projects and State Family Literacy programs. Two years ago the state was facing a

projected 56% cut for funding of Title I Even Start. Funding decisions need to be based on each program's progress in meeting the State's indicators.

Accountability tools have been developed to evaluate the program progress of Title I Even Start projects in meeting State indicators. Out of the fifteen programs funded in 06-07, seven had made sufficient progress in meeting or exceeding state indicators. The other eight projects were identified to be in need of technical assistance.

For 2007-2008, Arizona received another 17% reduction in funding for Title I Even Start. Only nine, possibly ten, Title I Even Start programs will continue to be funded from the existing fifteen programs. The following LEAs who met or exceeded the state indicators have been notified that they will be receiving level funding for 07-08:

- ✓ Cochise
- ✓ Literacy Volunteers of Maricopa County
- ✓ Pima
- ✓ Sahuarita
- ✓ Sunnyside
- ✓ Tempe

The other three, possibly four, will be chosen from the eight projects that have received technical assistance.

The Title I Even Start programs are usually blended with State Family Literacy programs to provide services to families. With the passing of Prop 300, state residency is required for the use of state grant funds for adult education services. State Family Literacy require programs of minimum of 10 participants or ongoing recruitment to be eligible for funding. The ADE requires documentation of residency for each of the 10 participants. Some of the LEAs are declining the state funds, which will increase the available funding for State Family Literacy.

TITLE II-A GUIDANCE:

Vickie Walters explained that, as a result of information from ED at a Title II conference, Arizona needed to provide guidance on Title II-A, providing clarification on appropriate expenditures for LEAs. ED is scrutinizing how Title II-A funds are being used nationally. Vickie then handed out a Draft copy of the Arizona Department of Education's Guidance for Title II-A Funds.

Seeking input from COP, Vickie had members review the three sections of the guidance:

- highly qualified,
- professional development, and
- class size reduction.

Members summarized the main ideas of the section they were reviewing, highlighted areas that needed clarification, identified one or two items that would be a challenge to implement or that might require technical assistance from the ADE and listed any additional questions concerning the requirements. The input gathered from COP members will be reviewed and utilized in finalizing the draft.

LEA IMPROVEMENT:

Norma introduced Kimberly Allen, Deputy Associate Superintendent for School Improvement & Intervention. Kimberly thanked the COP for the opportunity to meet with them. Kimberly explained the restructuring that has happened in the School Effectiveness Division at the ADE. Tommie Miel is retiring June 1, 2007; Dale Parcel resigned at the end of March and is now working at ASU. The Division was reorganized to create a seamless NCLB and AZ Learns system to provide services to schools and LEAs. Kimberly is now the Deputy Associate Superintendent for School Improvement & Intervention and with her is Jill Andrews as the Director of Title I LEA Improvement and Kim Strehlow as the Director of Title I School Improvement. Brian Putnam is the Director of Arizona Learns School Improvement and Jack Rowe will be working with the solution teams, and supervise turn around principals along with schools that are underperforming or failing.

Kimberly introduced Jill Andrews. Jill informed members of the LEA Improvement workshop for Districts in year 3, corrective action, to be held May 11, 2007. There are 77 LEAs in LEA Improvement:

- ✓ 23 – in year 3, Corrective Action
- ✓ 7 – in year 2
- ✓ 47 – in year 1

Jill introduced her staff who will be dealing with LEA improvement; Virginia Stodola, and Steve Henneberg. Jill went over several handouts that she provided:

- the agenda for the May 11, 2007 LEA Improvement meeting
- a spreadsheet listing LEAs in improvement and the ADE specialists who will be working with them
- a copy of section 1116 – Academic Assessment and Local Educational Agency and School Improvement
- sample spreadsheets illustrating areas that a district has to make AYP and would show the areas that need to be addressed in LEA improvement

A letter was sent to Superintendents (if applicable) at the end of February notifying them they were in LEA improvement and at what level. It also contained information regarding the ADE template that needed to be sent to parents informing them that the district was in LEA improvement. The district will be able to apply for a reimbursement grant for mailing parent notices.

LEAs in Corrective Action will need to describe in their LEA Improvement Plan addendum the overall strategies and the activities that will support the strategies. Jill explained that even though NCLB provides seven options listed for the state to use as actions for LEAs in Corrective Action, Arizona law only allows the ADE to use two of the options:

- ✓ Deferment of programmatic funds, or reduced administrative funds; or
- ✓ Instituting and fully implementing a new curriculum that is based on State Standards, including providing appropriate professional development based on scientifically based research for all relevant staff.

The ADE feels that deferring funds will not benefit struggling students, so the ADE will work with LEAs to redirect funds to address the reason(s) the LEA missed AYP. If it is determined that curriculum needs to be addressed, the LEA could be directed to use funds available to ensure that the curriculum and textbooks align to the standards and are consistent across the district for all students in the same grade level.

COP members voiced concerns about:

- possible supplanting issues
- one size fits all solutions that differ from
 - LEA and/or site curriculum mapping
 - site - schoolwide plans
- professional development
- COP has not been involved in the discussion

COP MEETING DATES:

Tim Frey went over recommended dates for the 2007-2008 COP meetings. It was decided by consensus that the meetings would be:

September 21, 2007	Amphitheater Unified School District
October 26, 2007(Tentative)	ADE (Central and Palm Lane)
December 5, 2007	Mega at the Wigwam Resort in Litchfield
January 25, 2008	Peoria Unified
March 7, 2008	Mesa Unified
May 9, 2008	Nadaburg (Tentative site)

UPDATE OF PELL MEETING:

Co-chair, Time Frey, gave an update on the April 27, 2007 PELL meeting. At that meeting, Alan Maguire, the ELL Task Force Chairman, provided an update from the Task Force to the Practitioners of English Language Learners (PELL) members. He explained that the law states that the amount of time for a student to participate in English Language Development (ELD) program is not normally intended to extend beyond one year. The ELD program will be a minimum of 4 hours during the regular school day with students grouped by proficiency. If there are not enough students in one grade level, it can be a multi-grade program. If there are enough ELL students for that , the SEI groupings can be further divided by grade level and even native language. The ELL Task Force will determine how many hours will be required for ELD for the second and third year programs for ELL students who are not yet proficient.

Issues that the ELL Task Force will be addressing in future months:

1. Adoption of models
2. Teacher qualifications
3. Implementation timeline, procedures, and requirements.

Cop members discussed concerns:

- What will be the impact on schools, with an ELL student enrolling in high school and not receiving math or science content? What effects will that have on the school in meeting AMAOs, graduation rate, and making AYP?
- What happens to schools with Reading First programs?
- Focus being on only language development not content curriculum.
- The lack of proper notice – LEAs have to search the ADE web site for information.

Meeting was adjourned at 2:00 pm.

COP MEMBERSHIP SUBCOMMITTEE

MEMBERS:

PAT MARSH

MELISSA HOLDAWAY

MARY KYLE

2007-2008

APPLICANT RECOMMENDATIONS

REPRESENTATION	NUMBER NEEDED	NAME OF APPLICANT	SCHOOL/DISTRICT
School Admin: Superintendents or Assist. Sup.	1	Jacquelyn Power	Akimel O'Otham Pee Posh Charter
Principal, Ass't Principal	1	Leanne Marston	VA Romero High School
Federal Program Director	1	Debbie Burdick	Cave Creek Unified
Elementary Teacher	1	Patricia Osborne	Cottonwood-Oak Creek
Parents	1	Carrie Larson	Acorn Educational Consulting
School Board Members	1	Wendy Noble	DCS Partner, Inc.
Charter Schools	2	Harriet Caruso Rebecca Edmonds	Career Success Schools PPEP & Affiliates
Even Start/Family Literacy	2	Sandra Whipple Mary Beth Whitney	Littleton Elementary Balsz Elementary
Neglected Education	1	Sylvia Johnson	Flagstaff Unified
Higher Education	1	Nancy Haas	College of Teacher Education & Leadership
Assessment	1	Alena Davenport	Deer Valley USD
School Improvement	2	Natalie McWhorter Patrick Riley	Washington Elementary Crane School District
Emeritus	Unlimited	Karen Burns Copley Kaye Dean Sherry Dorathy Norma Malamud	Key to Success Learning Services Miami Unified Kaleidoscope Ed. Consulting, Inc

OP MEMBERSHIP SUBCOMMITTEE

MEMBERS:

PAT MARSH

MELISSA HOLDAWAY

MARY KYLE

2007-2008 RECOMMENDATIONS FOR ALTERNATES To Fill Future Vacancies

REPRESENTATION	NAME OF APPLICANT	SCHOOL/DISTRICT
School Admin: Superintendents or Assist. Sup.	Dr. Darlene White	Coolidge Unified
Principal, Assist. Principal	Joette Burke	Sedona Charter/Sedona-Oak Creek SD
Elementary Teacher	Mary Bruhn	Park View, Inc
School Board Members	Joette Burke	Sedona Charter/Sedona-Oak Creek SD
Charter Schools	Mary Bruhn Joette Burke	Park View, Inc Sedona Charter/Sedona-Oak Creek SD
Assessment	Mary Dones	Beaver Creek Elementary